

How the Integrated Assessment Model Works in DLM June 27, 2014

This document supports the integrated assessment model blueprints in English language arts and mathematics. It is intended to provide additional background about the assessment system to aid states in making a decision about their preferred blueprint.

Intended Uses of Scores

Following are the intended uses for scores obtained in the integrated model.

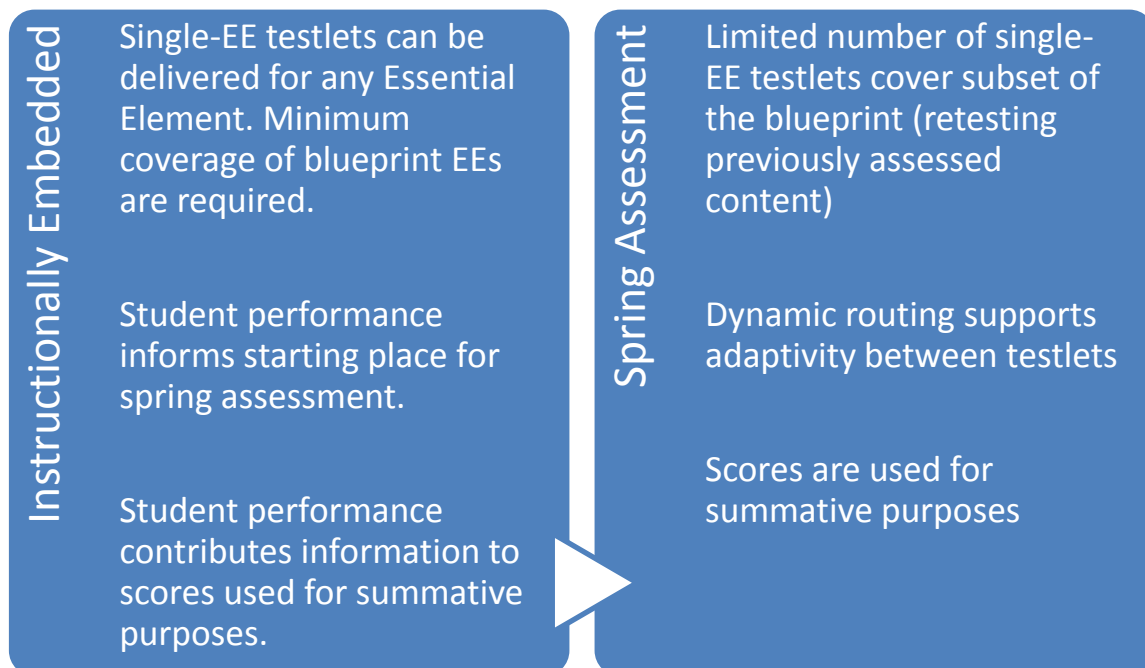
1. Scores are used to report achievement and within-year growth within the taught content aligned to grade-level content standards, to a variety of audiences including educators and parents
2. Scores are included in state accountability models to evaluate school and district performance
3. Scores are used for planning instructional priorities and program improvement for the following school year
4. Scores from instructionally embedded assessment are used for instructional planning, monitoring, and adjustment

The following supported uses are optional, and the decision as to whether to use scores for these supported purposes will be made by the individual state.

- Scores *may* be used as one source of information for evaluations of teacher and principal effectiveness
- Scores *may* be used for making graduation decisions for states that use AA-AAS as an exit exam

Overview

The figure below summarizes the key uses of instructionally embedded and spring assessments within the integrated blueprint model.



Testlet Structure

With just one exception, testlets in the integrated model are homogeneous; the items in each testlet align to nodes in a single linkage level within an Essential Element. This design is the one used in the spring 2014 field tests.

- Reading testlets include embedded and/or concluding items delivered within the context of a reading activity.
- Mathematics testlets include items with a shared context.
- Writing testlets assess multiple Essential Elements in a structured performance event. These testlets are designed the same for students in both assessment models (integrated and year-end).

The items used in the spring testing window will be similar to those used during the instructionally embedded window.

Assessment Windows and Test Administration Time

- There will be one large window for instructionally embedded assessment in the fall and early spring. In 2014-15 this window may be shorter than in subsequent years and we will have breaks in testing around software release dates.
- There will be one large consortium-level window for the spring assessment. Within that consortium window, each state may set its own specific testing window. The first operational consortium window is tentatively set for March 16 – June 12, 2015.
- The estimated total testing time per testlet is, on average, 5 minutes in mathematics and 10 minutes in English language arts.
 - During the instructionally embedded window, total testing time varies depending on the number of Essential Elements a teacher chooses to assess and the number of times a student is assessed on each Essential Element.
 - During the spring window, estimated total testing time would be 50-60 minutes per student in English language arts and 30 minutes in mathematics.
 - Testlets may be taken separately across multiple testing sessions as long as they are all completed within the state's chosen assessment window.

How Assessments are Delivered

- Instructionally embedded assessments are chosen during instructional planning.
 - They are selected using the Instructional Tools Interface in Educator Portal. The teacher chooses an Essential Element. The system recommends a linkage level for that student, which the teacher may accept or reject.
 - After the student has received instruction, the teacher returns to Educator Portal and indicates the student is ready to be assessed. A ticket is generated and the student may be assessed at any time.
 - Multiple Essential Elements may be targeted for instruction and assessment at any time during the instructionally embedded window.
- The system selects five testlets per subject for the student to take during the spring window. These are used to validate or update the student's performance from information obtained earlier in the year on the same Essential Elements during instructionally embedded assessment. The teacher cannot override the selected testlets during the spring window.

- The first testlet in the spring window is selected from the available testlets based on (1) the algorithm that defines the relationships among nodes in the map and (2) all prior information available for that student.
- The system delivers the remaining items by adapting between testlets, not within a testlet.
 - The second testlet in the spring window is selected and delivered based on the additional information gained about the student from the first testlet completed in the spring window. spring window is selected for the student by the system based on the cumulative information about the student.

Implications for Instruction

- Teachers are informed about the Essential Elements available for assessment at the end of the prior academic year.
- Educators decide locally what content and skills the student will be taught during the year in English language arts and mathematics. These decisions should be grounded in the academic goals IEP teams set for the student.
- Each state decides what specific direction to provide beyond this general expectation. For example, some states may wish to encourage that students be assessed in more than the bare minimum Essential Elements. Others may wish for the IEP team to identify the specific Essential Elements to be taught.
- By using instructionally embedded assessment, the teacher can use on-demand score reports to plan, monitor, and adjust instruction during the year. These scores will also be useful for monitoring progress toward the end of the year assessment, assuming the teacher sets a timeline for covering the full breadth of Essential Elements in the blueprint during the year.

Scoring and Score Reporting

- Summative scores will be based on the mastery probabilities for all Essential Elements and all linkage levels in which the student was assessed during the year. They will incorporate all prior information about the student, such as scores on instructionally embedded assessment.
- Each student will be classified on **mastery of** and **growth in** the assessed Essential Elements. These classifications will consist of labels and descriptors, much like achievement level descriptors.
- A full explanation of the scoring process and how it translates to summative information is available in a separate document.
- Summative score reports will be provided at the individual student level, including multiple layers of information (e.g., Essential Element mastery, conceptual area summary, overall performance). Reports on overall mastery and growth will also be aggregated at the teacher, school, district, and state level. A score file will be provided to the state for any additional analysis and reporting that they desire.
- Claims about comparability of summative scores may be supported about similar students assessed using the integrated model.
- Interim reports will be based on the mastery probabilities for all Essential Elements and all linkage levels in which the student was assessed prior to the report date. They will incorporate all prior information about the student. The scores will indicate the levels the student mastered and the levels in which the student made expected progress.